

Childminder report

Inspection date: 12 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder is warm and caring. Children enjoy spending time in the childminder's home and they settle in extremely quickly. The childminder promotes children's physical development well. Children develop their small-muscle skills as they hold paintbrushes. They paint their own hands to make handprints. Children carefully glue sticks together that they find outside to make hedgehog pictures. Babies practise pulling themselves up using furniture. They enjoy exploring the environment with walking aids. Older children develop their large-muscle skills as they practise aiming and throwing large balls into nets. The childminder takes children on lots of outings. For example, they go to the zoo, forest, parks and to the local farm shop to collect eggs. Children happily talk about their recent trip to a local construction site. These opportunities help children to learn about the world around them.

The childminder has adapted her provision in response to the COVID-19 (coronavirus) pandemic. She has revised the collection and drop-off procedures. The childminder takes children's temperatures as they arrive. Parents wear masks and children leave their parents at the gate. This helps to limit the amount of close contact children have with people.

What does the early years setting do well and what does it need to do better?

- The childminder provides healthy and nutritious food for children. She encourages children to be physically active and ensures that they follow good hygiene routines. The childminder promotes children's awareness of healthy food choices. Children talk about the fruit and vegetables they grow in the outdoor area. They discuss the benefits of eating healthy food. For example, children know that milk and yoghurts are 'good for teeth'.
- The childminder promotes children's mathematical development well. She introduces children to the mathematical words 'smallest' and 'biggest' as they compare the sizes of pots and pans. The childminder encourages children to recognise colours and shapes within the environment.
- Children learn about similarities and differences between themselves and others. The childminder provides opportunities for children to learn about the similarities and differences between England and Gambia. Children learn about different festivals and how families are similar and different to their own.
- The childminder teaches children about feelings from an early age. Children discuss what makes them feel happy and sad. This helps them to manage their own emotions. Children's behaviour is good. They follow the childminder's instructions well. However, the childminder does not always provide children with clear expectations. For example, children do not always understand what is expected of them during tidy-up time, which results in the childminder tidying up

for them.

- Parents are thrilled with the service they receive. They praise the childminder for the good communication links with home. Parents are grateful for all of the trips the childminder takes children on. The childminder has forged positive relationships with other settings. She attends face-to-face training sessions at the pre-school to further develop ways to support children with their literacy development. The childminder is proactive in accessing online training. For example, she recently completed a course on promoting positive behaviour, to further support children with sharing and taking turns.
- The childminder promotes children's communication and language skills well. She introduces children to new words. For example, the childminder teaches children the word 'hibernate' as she shows them the hedgehog house in the outdoor area. This helps to extend their vocabulary. The childminder plans activities that children are interested in. Children enjoy identifying the names of different birds and fish that they have outside. The childminder makes observations of children's play and uses these to plan their next steps.
- Children access the resources independently. They fill their own teapots up with water and carefully pour it into cups when playing outside. However, opportunities to support children's growing independence are not always consistent. The childminder occasionally completes tasks for children without encouraging them to try first. For example, the childminder does not always allow children to take their own shoes off or try to put their own painting apron on.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do and who to contact if she has a concern about a child's welfare. She attends safeguarding training and has a good knowledge of the signs that children may be at risk of harm. The childminder understands possible indicators that a child or family may be at risk of being drawn into extremist behaviours. The childminder teaches children about hazards in the home and what to do in a fire emergency. She teaches children about road safety when they go out on trips, and children learn how to cross roads safely. Children are supervised well in all areas of the premises.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide further ways for children to develop their growing independence
- ensure that expectations of children are clear so that children understand and follow what is expected of them.

Setting details

Unique reference number	2500544
Local authority	Cheshire West and Chester
Inspection number	10207706
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Tarporley, Cheshire. She operates all year round from 9am to 5pm, Tuesday to Friday, except for family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- The childminder and the inspector had a learning walk and tour of the premises.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's training.
- Parents' views were taken account of by the inspector by reading their written comments.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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